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University of Texas Bulletin

No. 2128: May 15, 1921

The Texas History Teachers' Bulletin

Volume IX, Numbers 2 and 3

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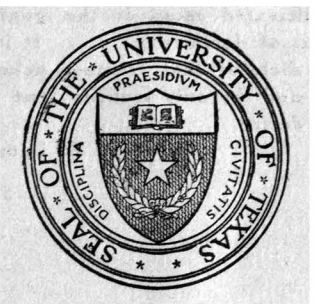

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

The Texas History Teachers' Bulletin

Volume IX, Numbers 2 and 3

Editors: The History Staff of the University of Texas

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The Texas History Teachers' Bulletin is issued in November, February, and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practicable and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general. Copies will be sent free on application to any history teacher in Texas.

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"*De Soto's Expedition in the East.* Meanwhile De Soto, a Spaniard, as greedy for gold as he was cruel, and as daring as he was greedy, set out on an expedition to the west. He sailed from Cuba (1539) with a force of about 600 picked men and over 200 horses.

"The expedition landed at Tampa Bay, Florida, and began its march of exploration, robbery, and murder. The soldiers seized the natives, chained them in couples, and forced them to carry their baggage and pound their corn into meal for them.

"In the course of two years, De Soto and his men traveled upwards of fifteen hundred miles through what are now the states of Florida, Georgia, Alabama, and Mississippi. They picked up no gold worth mentioning, but, in place of it, they found hunger, suffering, and death. They deserved what they found.

"At length, in 1541, the Spaniards, worn out, sick, and disheartened, came out from the forest on the banks of the Mississippi. There De Soto called a halt. He was the first white man that had ever looked on the main body of that mighty stream which rolls for nearly three thousand miles through the heart of the continent, and, with its tributaries, has a total navigable length of over twenty thousand miles.

"The river at this point is so wide that a person standing on the bank can just see a man standing on the opposite side. Here the Spaniards crossed. They made a long march westward, getting no treasure, but meeting, as they declared, 'Indians as fierce as mad dogs.' After a time they come back to the great river (1542) at that point in Louisiana where the Red River unites with it.

"Here De Soto ended his career. Here he died, and was secretly buried at midnight in the muddy waters of the Mississippi.

"The survivors at length reached the Spanish settlements in Mexico. They were a forlorn band, half-naked, half-starved, looking worse than the savages they had gone out to subdue."—Montgomery, *Leading Facts of American History.*

A full understanding of the content of a paragraph like the above is a complex matter involving primarily such mental processes as memory, imagination and judgment. The history teacher, if there is to be intelligent direction of the pupils, must have some appreciation of the larger mental processes that take place from the time that the pupil is confronted with the printed page to the time that he delivers the finished product in the form of an oral or written presentation. The output as received is the result of numerous complicated processes, all varying in degrees of completeness and all representing many individual pupil differences.

The first essential step is the reading of the material in hand. In grammar school history this is reading to learn and not learning to read. And while the history teacher is not primarily interested in speed, eye movement, fluency, ability to pronounce hard words, or the ability to control elements of technique involved in the reading process, defects under any one of these headings may seriously handicap the pupil in his efforts "to read to learn." A slow, laborious reader may find it quite impossible to maintain the pace set by the class in the required historical readings, lag behind, and pass as a poor student of history, while as a matter of fact his deficiency is not in history at all but in reading ability. "Many failures to learn a given subject will be found due, not to inability to use certain facts, nor inability to remember certain facts for use, but to the inability to get these facts from the paragraph presenting them. The pupil in question never had these facts at all."[1] Such abilities or inabilities should be recognized by the teacher and made the subject of special consideration.

Another phase of the reading of history is comprehension. A pupil may read quite glibly materials of which he

[1]Thorndike, Scale for Measuring Reading Ability. *Teacher College Record,* Vol. 16 (1915), p. 461.

has no understanding. While in general high rates of reading are accompanied by high degrees of comprehension, one pupil may have a high rate of reading and a low comprehension; while yet another might have a low rate of reading and a high degree of comprehension.[2] It is not the aim of this paper to make any extended analysis of how the pupil attaches "meaning" and "emotions" to the printed page as it relates to the more general reading materials. Doctors Judd,[3] Thorndike, and others have made such detailed analyses. It suffices here to say that a study of history presupposes such abilities on the part of the pupil, and, should he consistently fail to make the proper progress, any diagnosis of his individual case would involve a survey of his ability to comprehend historical materials.

If the paragraph: "De Soto's Expedition in the East" is re-read it will be found that history employs a technical language. The pupil who has already mastered the general technique of reading understands the relational word—conjunctions, pronouns, and prepositions, and has acquired some considerable skill in fitting together ideas. But words like "De Soto," "Expedition," "in the East," "Spaniards," "Cuba," "1539," "force," and other such words and expresions, represent varying degrees of familiarity or unfamiliarity. "De Soto" may be a mere proper name or it may call up a whole trend of associations. At least De Soto is probably a man, and the pupil's natural impulse is to picture all men like the men with whom he is acquainted. Exactly what an "expedition" means at this stage of the child's development is hardly known, and "in the East" doubtless fails at first sight to call up anything. "Spanish greed" is an abstract idea and offers special difficulties to immature pupils. These special difficulties will be discussed more at length in another connection.

"The child at first fails to make allowance for the differences between past and present life. When the child is first told of persons or places which existed in the past, he has a

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[2]Brown. *The Measurement of Ability to Read,* p. 15.

[3]Judd, *Genetic Psychology for Teachers.* (Chapter on reading.)

strong tendency to think of them as like the persons with whom he has been familiar in his own experience. He merely transfers in imagination those things, those scenes, and those persons which he has met in his own life to a previous period, and puts them into the story which history relates, modifying them as may be necessary to suit the events. In his early acquaintance with history, the child does not recognize the difference in belief and mental attitudes which characterized people of past time in contrast to those of our own time."[4]

"The child can begin at a rather early age to gain in the appreciation of difference in physical surroundings of past people, but the full development of even this type of historical sense is not consummated early. The higher type of historical sense, which deals with mental rather than with physical facts, is probably very slightly developed before adolescence; and then it has only a gradual growth. It appears from the recorded observations and investigations of children that the ability to appreciate the motives which are different from one's own, and to judge of one another's conduct by considering motive as well as actions, is an attainment which is not reached before adolescence."[5]

Content must be put into such technical historical language. In the main, writers of text-books have failed to recognize this fundamental psychological fact. They have dealt with topics in large abstract terms or have crowded together facts without the detail out of which the pupil might develop and understanding. Here and there a writer has had a feeling that something was wrong and has "written in the language of the child"—and has probably been disappointed at the attempt. Meaning and content will be given to words only through detail. History is dead without detail.[6] If the facts under consideration are not of sufficient importance to be treated in detail they had better be omitted altogether. Elementary school pupils are lacking in that

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[4]Freeman, *Psychology of the Common Branches*, p. 154.

[5]Freeman, *Psychology of the Common Branches*. p. 156.

[6]Bridge, G. F. Text-books of History and Literature. *Journal of Experimental Pedagogy*, Vol. II (1913-14), pp. 441-9.

broad background of experience which gives content to history. Poor progress in history may quite conceivably be due to the pupil's failure to understand this technical historical language.

Now that the pupil has read the paragraph and has some appreciations of its meaning he must decide what facts are of sufficient importance to retain. No one who reads a book can remember every sentence, and any book which should make such a demand would be hopelessly indigestible.[7] Few pupils would choose to memorize every word in the paragraph about "De Soto's Expedition in the East." The facts here presented are of all degrees of generality and importance. One of the real difficulties for the beginning pupil is the lack of background upon which to base his choice of facts. The younger and less mature pupils begin by assuming that all of the facts are of equal rank, and attempt to memorize them. The inexperienced give as much time to fixing a mere detail, such as "He had traveled upward of 1500 miles," as to the fixing in memory the facts of the widest import. Gradually, as the pupil's knowledge of history increases and as his field of experience is extended, he should begin to distinguish certain facts as only incidental to other facts which are still more fundamental. The thoughtful teacher will discover the individual pupil's weaknesses and develop some ability for the selection of historical facts.

This same paragraph contains large groups of facts, all of varying degrees of interest and difficulty. There are persons,[8] events, places, and dates. Persons and events must

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[7]Bridge, G. F. Textbooks of History and Literature. *Journal of Experimental Pedagogy*, Vol. II (1913-14), pp. 441-9.

[8]Dr. English, in a discussion of "The Psychological Response to Unknown Proper Names," says: "We conclude that the psychological response to unknown proper names is extremely variable. It depends not only on imaginal type, but also upon associate and attitudinal factors, which differ widely in individual observers. At the one extreme the proper name is merely a word among words; at the other it is, as a proper name, richly suggestive." *American Journal of Psychology*, Vol. 27 (1916), pp. 430-4.

be placed in time and place. The facts of history are localized. When separated from definite time and place relations they cease to be historical. This localization of facts in time and place is a complicated performance and needs to be discussed at some length.

As the pupil reads the paragraph he comes on to "1539," "in the course of two years," "1541," "1542," "at length," each locating some event in time. By what larger mental processes does the pupil get an understanding of these time relations? The ability to perform this operation depends upon what Doctor Freeman calls "temporal imagination." The pupil "gets his idea of the passage of time as being more or less distant in the past, as an outgrowth from his immediate experience with time. The recognition of long periods of time depends partly on the time sense and partly on the observation of external events." The time sense develops out of experience with shorter time intervals such as elapse between breakfast and the midday meal, between morning and night, and between yesterday and tomorrow. Then there follows a recognition of a larger division, such as a month, a season and finally a year. "But number is necessary to the clear idea of long periods of time. The pupil can, perhaps, get an appreciation of an hour or a day merely by direct experience of the passage of time or by the time sense; but the appreciation of a month in any definite way means that the pupil has a definite number idea of the meaning of thirty as a multiple of one day. Thus it is seen that any notion of longer periods depends upon a sufficiently clear idea of number to put the time intervals into definite numerical form."[9]

The dates "1539," "1541," "1542," and "1539 to 1542" should be considered in various ways to get them properly placed in time: (1) The dates may be memorized without taking into account other dates and events in the same general period; (2) the pupil may think of these dates and

[9]Freeman, *Psychology of Common Branches*, pp. 145-150. (Condensation of discussion.)

events in their sequential order, *i. e.*, with reference to other events in the same general period—1492 (discovery of America), 1519 (circumnavigation of the globe by Magellan), 1539 (De Soto's Expedition), and 1565 (the founding of St. Augustine); (3) the pupil may think of the approximate number of years from each of these events to the founding of St. Augustine or some like event; (4) the pupil may establish the event as belonging to one of the great movements or periods in American history, *i. e.*, the period of discovery and exploration; (5) the pupil may compare the length of time which elapsed between the discovery of America and De Soto's expedition to the founding of St. Augustine; (6) the pupil may locate the event as occurring in the first half of the sixteenth century.[10]

Events must not only be placed in time but must be placed in space. As the pupil reads the above historical paragraph he comes onto "to the west," "Cuba," "Tampa Bay," "Florida," "Georgia," "Alabama," "Mississippi," "Mexico," "1500 miles," "three thousand miles," "twenty thousand miles." These are some of the geographical relations essential to an understanding of such a simple paragraph. Doctor Freeman, in the discussion of the psychology of geography, discusses the development of spatial imagination at some length.[11] It suffices here to point out that the idea of spatial relations is one of gradual growth and one which varies in its completeness of development from pupil to pupil, and one which must be taken into consideration in any attempt to diagnose individual pupil difficulties in the handling of historical material.

The facts of history not only have their chronological and spatial relations but also have causal connections. Historical facts are peculiar in they that are tied to one another through causal relations.[12] Until the facts about De Soto are connected with other facts they remain isolated bits of

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[10]Freeman, *How Children Think*, p. 192.

[11]Freeman, *Psychology of the Common Branches*, pp. 163-178.

[12]Langlois and Seignobos, *Introduction to the Study of History*, p. 292.

information, interesting in themselves, but insignificant. It is only when taken collectively and connectedly that the facts of history have meaning. "The whole history of events is a chain of obviously and incontrovertibly connected incidents, each one of which is the determined cause of another." These interconnections of historical events vary in difficulty. There are different kinds of causes in human affairs—all ranging in dufficulty from individual likes and dislikes and physical relations to great social movements.[13] Obviously, the more immature pupils in a given class will comprehend only certain lower-level relations, while the more advanced may grasp the significance of the larger social movements. It is quite essential to good teaching that we understand the different levels of causal relations.

In this rather rapid survey we have examined the pupil's difficulties (1) in reading, (2) in comprehension, (3) in technical historical terms, (4) in the selection of facts, (5) in the placing of events in time, and (6) in the placing of facts in their causal relationships. More and more teachers of history are coming to appreciate these larger mental processes and the individual differences of the pupils under their direction. In the end we shall probably find more intelligent and more efficient instruction of the subject of history in the elementary grades.

A. S. BARR,
Head Education Department, Evansville College.

[EDITOR'S NOTE: Reprinted from *The Educator-Journal*, Jan. 1921.]

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[13]Valentine, C. W. Classics History and the Teaching of Reasoning. *Journal of Experimental Pedagogy*, Vol. IV, pp. 280-9 (1917-18).

GREAT MEXICAN LIBRARY COMES TO TEXAS

What is regarded as the most complete private collection of *Mexicana* in existance has just been acquired by the University of Texas. This is the private library of the late Genaro García, best known of recent Mexican historians and editors, and for years a leader in the intellectual and political life of his country.

The library is composed of printed books and manuscripts relating primarily to the history of Mexico. The printed works number over 20,000, including books and pamphlets; in addition there are about 2000 volumes of Mexican newspapers and periodicals, many of which are unique, and the private archives of a number of prominent nineteenth century Mexican statemen. The latter contain over 120,000 manuscript pages.

The largest collection in the library is that comprising the books on history and geography. In fact there hardly exists a known book concerning the history of Mexico which is not found in this section. It comprises books dealing with the prehistoric period, the Spanish conquest, the colonial period, and the national period down through the revolution which overthrew Carranza. There are between five and six thousand books alone covering the period since 1810.

While the core of the library is historical Mexico, the collection also comprises the following sections: general works, as bibliographies and encyclopedias, works of philosophy, of religion, of law, of indigenous linguistics and of Mexican *belles lettres*. The latter collection, containing over 2,000 volumes, is, it is claimed, more complete than the corresponding section of the National Library.

The value of such a collection can hardly be estimated or even appreciated. By the acquisition of this library the University of Texas undoubtedly takes first rank over all the institutions in the country in facilities for the study of Spanish North America from earliest to latest times and in

practically all fields of Latin American history save that of religion. Only the University of California and Yale University can compare with the University of Texas in this respect. What the library will mean for graduate work and to scholars and investigators the world over it is only necessary to suggest.

CHARLES W. HACKETT.

HISTORICAL RESEARCH IN TEXAS

It has often been the custom for those teachers who wanted to pursue advanced work in history during the summer to seek out the higher institutions of learning in the east or north. In the meantime, the history department of the University of Texas has gone quietly ahead collecting manuscripts, buying books, and enlarging its facilities in every way possible until it is now prepared to compete in the opportunities offered to graduate students with the best institutions of the country, excepting perhaps three or four.

In view of the great increase in railroad fares and living expenses it has become more and more difficult for teachers to go to distant institutions for summer work, and more desirable that they find opportunities for study and research within the state. From the standpoint of study, the opportunities at Texas are unexcelled by any institution during the summer. Not only are courses offered by the leading members of the University faculty, but also by men of note and reputation from without the state. Texas teachers remember with pleasure the work done with Professor Lawrence M. Larson of the University of Illinois, or with Professor C. S. Boucher of Ohio State, or with such other men of reputation as Professors Ambler, Marshall, and Fleming, from West Virginia State, Washington, and Vanderbilt University respectively. Professor Boucher has now been added to the regular faculty, and will give courses in the summer on Southern history. There are other well known men, notably Professor H. E. Bourne of Western Reserve University, author of a scholarly work on the French Revolution; Professor Curtis H. Walker, formerly of Chicago University but now with Rice Institute; and Professor W. Pearson of North Carolina.

Texas teachers fail to realize the opportunities for graduate study and historical research which are to be had in Austin. In one field, namely, the history of Texas during the Republic and early statehood, practically all the known

records, letters, and original manuscripts are to be found either in the archives of the University or of the State Capitol. Also, the last legislature passed a law authorizing county commissioners to loan county records to the state for the purpose of having copies made for the archives. Therefore, those who desire to do creditable work on any phase of Texas history will find their greatest opportunity, in fact their only one, right at home. In the history of the Southwest, the University divides the field with California. In the history of Latin America, the University stands well among the first in facilities offered for research; while in the history of Mexico, it is safe to say, owing to the recent acquisition of the monumental García Library, the University is preeminent among all.

The late Major George W. Littlefield left the munificent sum of $100,000, which sum is to be used for collecting material on, and writing a history of the South. This can mean but one thing, namely, that the opportunities and facilities for research in Southern history will be very great as soon as the sum becomes available. Those who wish to participate in this work can well afford to consider the opportunities offered by the University of Texas. In view of all the circumstances, it is safe to predict that within the next few years the University will be known as the great historical center of the South and Southwest.

In recognition of this fect, the history department has met its growing responsibility by offering the degree of Doctor of Philosophy to graduate students. At present there are three or four students preparing to become candidates for this degree. One is writing a history of the cattle industry in Texas, another is writing on the Mexican Constitution of 1824, while a third is writing a history of the Texas Rangers.

The requirements for the Ph.D. degree are briefly as follows:

1. Thesis.—This is the most important part of the work for a doctor's degree. It must comprise an original piece of research work which shall result in a contribution to the

field of knowledge. It may be written on subjects pertaining to either American or European history. The field in which the thesis is written constitutes the major; the other field is the minor. There is also another minor in an allied field such as economics, government, or sociology.

2. Course Requirements.—Ten advanced and graduate courses are required. Of these eight must be in history and two in the field of the second minor.

3. Language.—Two modern foreign languages are required; the choice may be made from French, German, and Spanish.

4. Examination.—The examinations are both written and oral. A written examination is given in the major and first minor; oral examinations are given in the major and in both minors.

All universities, including the University of Texas, offer many opportunities in the way of fellowships, scholarships, and assistantships, to those pursuing graduate work. In fact it is possible for students who prove themselves worthy and capable to defray all their expenses while engaged in their studies. Texas is destined to take her rightful place in the Union and her university is destined to become "a university of the first class." The sons and daughters of Texas who are teaching history in the public schools and colleges should remember these facts when determining where they will pursue research work and in what field.

THE SPIRIT OF SERVICE

The History Teacher's Bulletin was established several years ago for the special purpose of rendering aid to the teachers of history in Texas. In a large sense, it has fulfilled the mission for which it was designed. It has published practically every article written on the subject of history teaching by Texas people, and has even procured excellent ones from those who reside without the state. It has from year to year published the proceedings of the History Section of the State Teachers' Association, and all the papers which were read before that body.

The opportunities for service have not, however, been exhausted. History teachers are invited to make the bulletin a medium of exchange of ideas on teaching. The editor solicits from the teachers book reviews, new methods or devices that have been found helpful, and personal notices regarding the general work of high school history departments of the state.

Should the teacher desire reference to supplementary texts, outlines, syllabi, source books, professional books or magazines the editor well be glad to furnish such references when possible upon application. The sole aim of the publication is to promote good history teaching in all its phases.

NEWS AND NOTES

Old Fort Phantom Hill.

Miss Jennie G. Rorabacher writes in from Stanford to inquire about the early history of old Fort Phantom Hill, located in Jones County. The ruins, says Miss Rorabacher, consist of eighteen old stone chimneys which are still standing, an old stone house, supposed to have been a powder magazine, also other walls and a stone cistern. The exact date of the erection of Fort Phantom Hill is difficult to determine. We know, however, that it was occupied by men of General Albert Sidney Johnston's famous Second Cavalry, which reached Fort Belknap in January, 1856. Robert E. Lee was lieutenant colonel of this regiment, and it may be that he helped to build this fort. It is practically certain that the present ruins were built by Johnston's men, though a fort may have existed there before.

Victory Series.

Professor L. W. Newton of Denton Normal College, Denton, Texas, has prepared an excellent series of map and outline books to accompany the adopted texts in Texas and European History in this State. The Series is known as the "Victory Series," and is published by the Southern Publishing Company of Dallas.

Crown Series.

The Southern Publishing Company of Dallas has also published the "Crown Series of Historical Outlines," prepared by Professor Severe E. Frost of Fort Worth. One of the most excellent points in this series is the practice the author has followed of stating the object which is desired in each lesson or outline.

Lord Acton on Modern History.

"To men in general I would justify the stress I am laying on modern history . . . by the argument that it is a narrative told of ourselves, the record of a life which is our own, of efforts not yet abandoned to repose, of problems that still

entangle the feet and vex the hearts of men. Every part of it is weighty with inestimable lessons that we must learn by experience and at great price, if we know not how to profit by the examples and teachings of those who have gone before us."

State Historical Association Meets

The Texas State Historical Association held its twenty-fifth annual meeting Thursday afternoon, April 21, at the University of Texas. The president, Mrs. A. B. Looscan of Houston, presided. The program consisted of papers entitled: "The First Teacher of European Music in America," by Mrs. Lota M. Spell; "The Indians and the Texas Public Lands, 1846-1859," by Professor Charles W. Ramsdell; and "The Place and Function of Museums in the World of Learning," by Professor J. E. Pearce.

In the business meeting, which followed the program, sixty-three members and eight life members were elected to the Association. The president presented, to be added to the collections of the Association, a copy of a letter written by Dr. Ashbel Smith, September 8, 1868; a copy of the music of the Degüello, the "No-quarter" march played by the Mexican buglers at the Alamo; and a collection of photographs of historic places taken by Miss Julia Beasley of Houston. The music of the Degüello was dicovered by Mr. Samuel B. Asbury of College Station after much research. Professor J. E. Pearce was requested to investigate the condition of the Alabama Indians in Polk County and report to the Association at its next annual meeting.

Officers of the Association elected for the next year are Mrs. A. B. Looscan, President; Mr. Lewis R. Bryan, Houston, Dr. Alex Dienst, Temple, Dr. R. C. Crane, Sweetwater, and Mr. T. F. Harwood, Gonzales, Vice-Presidents; Dr. Charles W. Ramsdell, Corresponding Secretary and Treasurer; and Professor Eugene C. Barker, Recording Secretary and Librarian.

The County Historical Association

A Williamson County Historical Association has been formed holding its initial meeting on March 18, 1921, at Georgetown. This organization is the result largely of the efforts of Colonel James H. Faubion of Leander, Mr. W. W. Jenkins of Georgetown, Mr. John H. Griffith of Taylor, and Miss Mary Shipp Sanders of Georgetown, County Superintendent of Education. Its purpose, as stated in the constitution, is "to perpetuate historical events and incidents in Williamson County and to undertake other work related to the early history of the county." As one means of accomplishing this purpose the association is encouraging the study of local history in the public schools.

The Waddy Thompson Papers

Perhaps few historical collections of its size contain autograph letters of so many notables as do the Waddy Thompson Papers recently presented to the History Department at the University of Texas by Mr. Waddy Thompson of Atlanta, Georgia. The donor is the nephew of Honorable Waddy Thompson, Minister of the United States to Mexico, from whom the collection takes its name.

The manuscripts consist of letters written by and to Thompson in his capacity as American Minister; they cover the years 1842 to 1848, inclusive, and concern the Americans held in the Mexican prison of Perote. In addition to several letters written by Minister Thompson himself, we find one each from John Tyler, Daniel Webster, Andrew Jackson, John C. Calhoun, General Santa Anna, and José María Tornel, Mexican Minister of War.

BOOK REVIEWS

By W. P. Webb.

The Teaching of History in Junior and Senior High Schools. By Professor Rolla Milton Tryon, Chicago University. (Boston: Ginn and Company. 1921, v. 294.)

The literature on the teaching of history in high schools is by no means extensive, being limited to magazine articles and some dozen books, many of which are old and long out of date. Notwithstanding this fact, many people seemed to think that the last word had been said on the subject and that any attempt at a contribution would only result in repetition. In spite of this view, however, Professor Rolla M. Tryon of the University of Chicago has dared to enter the field, and the result—*The Teaching of History in Junior and Senior High Schools*—thoroughly justifies his venture. In fact, Professor Tryon's achievement exceeds anything that has been done heretofore. Perhaps he has not *said* anything new—for much has been said; but he has *done* something new, and in the realm of action he has found few competitors.

Writers on method have too often been content to raise problems without solving them. Professor Tryon has gone further. He has stated the problems simply, discussed them briefly, and presented *a* solution based upon sound theory and illustrated by examples taken from actual practice. His contribution lies in the fact that he has offered solutions, something that the teacher has most needed, but has never been able to obtain. The dominant idea of the entire discussion is that there is a special technic of teaching history that can be mastered by the teacher and applied in class room activity. To deny this hypothesis is to deny that history teaching attains to the dignity of either a profession or a trade.

The author has limited his consideration to ten of the fundamental problems of teaching, alloting to each problem one or more chapters. A further examination seems to re-

veal the fact that he has succeeded in solving at least five of the ten problems considered; the other five are ably discussed. One notes also that the method of approach and attack is similar in every case: (1) statement and definition; (2) discussion; (3) presentation of the author's own solution or plan.

The problems solved have to do largely with procedure in the class room; each will be considered briefly.

1. THE RECITATION.—The chapter on the recitation is rather pedagogical in its nature, and does not differ materially from general treatments of the subject by Parker and others. The score card reproduced summarizes the plan presented, and should prove helpful to those in charge of teacher training classes.

2. TEACHING PUPILS TO STUDY HISTORY.—This chapter is practical in the extreme. The author first explains how high school pupils study when left to their own devices, gives plans of study advocated by others, and finally presents definite directions for an economical and scientific method for studying a history lesson. Then follow specific directions to the teacher for the conduct of supervised study and its application in organizing, outlining, and summarizing material.

3. SPECIAL METHODS OF PROCEDURE.—Here, in two chapters, is the most important part of the book. The methods used by the teacher correspond fairly well with the instruments used by the workman, whether carpenter or surgeon. The skilled workman uses many tools, and he is a poor one indeed who relies wholly upon one. The teacher of history is a workman, and his skill depends in large measure upon the number of the methods he can use, and upon his facility in manipulating them. He should have an acquaintance with the tools at his command and be able consciously and purposefully to use the particular one which the exigencies of the occasion require. Five methods are presented: lecture, textbook, topical, source, and problem. Each is defined, its merits discussed, limitations pointed out and proper uses indicated.

The mastery of these five methods by any teacher will result in an increased resourcefulness and reserve power which are prime qualities in the class room.

4. WRITTEN WORK.—The different forms of written work are presented with emphasis on the importance of developing the pupil's power *to do* various types of it. The types mentioned are note-taking, the making of diaries, digests, abstracts, quotations, biographical sketches, and bibliographies.

The Permanent Notebook is defined as the repository of such written work as the pupil or teacher may desire to have preserved for possible future use.

The Term Paper, as discussed, is designed to be the crowning achievement, the master piece of the high school pupil, involving in its preparation some of the knowledge and all the historical skill which the pupil has acquired in his four years of training. Such a paper would stand in the same relation to the high school pupil as the master's thesis bears to the graduate student. Since it requires so much training, it should be assigned in the last year of high school, and preferably in the field of American history. Other writers have said a much, perhaps, but Professor Tryon has gone beyond theoretical discussion and abstract statement down to the bedrock of concrete facts and visible, useable illustrations. He has presented the most minute directions for reading and note-taking, organizing and writing, making footnotes and references, in which he has explained the proper use of *"f"* and *"ff,"* *"p.,"* and *"pp.,"* *"ibid.,"* *"op. cit."* —abbreviations which remain enigmatical to many people all their lives, and puzzling to some college graduates. In order to illustrate just how definitely the work has been done, the directions for making a bibliography are here reproduced in full.

IV. The Complete Bibliography
   1. Confine your bibliography to the titles actually used in working up your paper.
   2. Arrange alphabetically by authors.
   3. Annotate the references that give unusual or unique treatments of the topic.

4. The order of details for each title is: author's full name or initials, followed by a period; the title of the work, underscored and followed by a period; number of volumes if more than one, followed by a period. This same order holds for an article, the name of the publication taking the place of the book and the article being quoted.
   EXAMPLES:
   a. Olmstead, F. L. *A Journey in the Back Country.* New York, 1860.
   b. Vogel, William. "Home Life in Early Indiana," *Indiana Magazine of History,* Vol. X, Nos. 2 and 3. Bloomington, Ind., 1914.

5. PLANNING THE COURSE AND LESSON.—The author insists with convincing argument that the teacher should not only have a definite plan for the day, but that he should have one for the entire year. In short, it is intimated that the teacher should work as an architect with a complete plan before him rather than as an artisan who labors from day to day, and perhaps with his eyes upon the ground.

So much for the five problems which appear to have been solved. The remaining chapters are not so satisfying in their conclusions. It is true that in each case a plan has been offered which goes as far as any other; but in no case does the solution offered appear to have solved the problem, and for reasons which will be given.

1. PROGRESS WITHIN THE SUBJECT.—This is one of the difficult questions which baffle teachers and administrators; and the efforts of a committee of experts at definite settlement have resulted just recently in minority reports, dissenting opinions, and denial of responsibility by members of said committee.

2. MEASURING RESULTS.—There are good ways and bad, but since good results depend solely upon what has gone before, the best way to achieve worthy ones would be to follow the plan laid down under methods of procedure. If the

teacher does this, the results are almost sure to be reasonably satisfactory however they may be judged.

3 and 4. LIBRARY AND COLLETERAL READING, AND CURRENT EVENTS.—Problems they are and problems they must remain in their very nature.

5. THE HIGH-SCHOOL HISTORY TEACHER.—The last chapter deals with the history teacher. The treatment seems to be largely objective, while the problem is more subjective. The author urges preparation, training, and all those necessary things. But after all it is as Edward Yeomans says in that remarkable article, "A Teacher of History,"—"The great thing about a teacher of youth is not at all how much he knows. . . The important thing is his personal radiative power as an illuminant along the highways which his pupils have to travel."

The faults of the book are few and unimportant. It is not clear to the reviewer just why the chapters are arranged in the particular order in which they appear. The table of contents would be more convenient for use by teachers—and reviewers—had it been enlarged to include the principal topics under each chapter heading. Since the author followed practically the same routine of procedure within every chapter, as I have indicated above, he might have informed the reader of this plan in his preface. There are certain passages, appearing particularly in the first chapter, which might be revised to advantage. Though the book is printed on a good quality of paper with clear type, it is not especially attractive in appearence. It is bound in drab-colored buckram of indifferent texture, has no cover design, and presents few contrasts of type in chapter and topic headings.

The contents should not be judged by the cover. It may be said in conclusion, and with little fear of contradiction, that Professor Tryon has made the most helpful and practical contribution that has yet been made in this country to the rather highly specialized profession of history teaching. And it is indeed encouraging that one writer on method has kept his feet on the ground, based his claims on practice, and avoided generalities. The book will prove of inestimable value to all who use it.

H. G. WELLS AS HISTORIAN

H. G. Wells is known to be a versatile-minded writer who can wield a facile pen on almost any subject. He surprised the critics, reviewers, and most of all the historians when he turned his attention to history. Of course he had to do the thing in an original way. In two volumes comprising about 1300 pages he has presented *The Outline of History, Being a Plain History of the Life of Mankind.* No attempt will be made here to review his book. Instead a few extracts from it will be presented to give the reader an idea of what Wells has done. His book is more than a history of Mankind; it is a history of the earth and of all that has transpired upon it—with many of the details omitted!

The following extracts are taken from the first volume.

What It Is

This Outline of History is an attempt to tell, truly and clearly, in one continuous narrative, the whole story of life and mankind so far as it is known today. It is written plainly for the general reader, but its aim goes beyond its use as merely interesting reading matter . . .

The need for a common knowledge of the general facts of human history throughout the world has become very evident during the tragic happenings of the last few years. Swifter means of communication have brought all men closer together for good or for evil. War becomes a universal disaster, blind and monstrously destructive; it bombs the baby in its cradle and sinks the food-ships that cater for the noncombatant and the neutral. There can be no peace now, we realize, but a common peace in all the world; no prosperity but a general prosperity. But *there can be no common peace and prosperity without common historical ideas.* Without such ideas to hold them together in harmonius cooperation, with nothing but narrow, selfish, and conflicting nationalist traditions, races and peoples are bound to drift

towards conflict and destruction. . . A sense of history as the common adventure of all mankind is as necessary for peace within as it is for peace between the nations.

Such are the views of history that this *Outline* seeks to realize. . . It is one experimental contribution to a great and urgently necessary educational reformation, which must ultimately restore universal history, revised, corrected, and brought up to date, to its proper place and use as the backbone of a general education.

The Earth in Space and Time

The earth on which we live is a spinning globe. Vast though it seems to us, it is a mere speck of matter in the greater vastness of space.

Space is, for the most part, emptiness. At great intervals there are in this emptiness flaring centers of heat and light, the "fixed" stars.

Astronomers give us convincing reasons for supposing that sun and earth and moon and all that system were then whirling about at a speed much greater than the speed at which they are moving to-day, and that at first our earth was a flaming thing upon which no life could live. . . They oblige us to believe that the sun, incandescent though it is, is now much cooler than it was, and that it spins more slowly than it did, and that it continues to cool and slow down. And they also show that the rate at which the earth spins is diminishing and continues to diminish—that is to say, that our day is growing longer and longer, and that the heat at the center of the earth wastes slowly. There was a time when the day was not a half and not a third of what it is to-day; when a blazing hot sun, much greater than it is now, must have moved visibly—had there been an eye to mark it—from its rise to its setting across the skies. There will be a time when the day will be as long as a year is now, and the cooling sun, shorn of its beams, will hang motionless in the heavens.

It must have been in days of a much hotter sun, a far swifter day and night, high tides, great heat, tremenduous storms and earthquakes, that life, of which we are a part, began upon the world. The moon also was nearer and brighter in those days and had a changing face.

The Origin of Life

We do not know how life began upon the earth. Biologists . . . have made guesses about these beginnings, but we will not discuss them here. Let us only note that they all agree that life began where the tide of those swift days spread and receded over the steaming beaches of mud and sand . . . The atmosphere was much denser then, usually great cloud masses obscured the sun, frequent storms darkened the heavens. The land of those days, upheaved by violent volcanic forces, was a barren land, without vegetation, without soil . . . After long ages the steam in the atmosphere began also to condense and fall right down to earth, pouring at last over these primordial rocks in rivulets of hot water and gathering in depressions as pools and lakes and the first seas. . .

The reader reading quickly through these opening pages may be apt to think of them as a mere swift prelude of preparation to the apparently much longer history that follows, but in reality that subsequent history is longer only because it is more detailed and more interesting to us . . . For ages that stagger the imagination this earth spun hot and lifeless, and again for ages of equal vastness it held no life above the level of the animalculae in a drop of ditch-water.

Not only is Space from the point of view of life and humanity empty, but Time is empty also. Life is like a little glow, scarcely kindled yet, in these void immensities.

Land Life and Lungs, Hair and Feathers

There is no sort of land animal in the world . . . whose structure is not primarily that of a water-inhabiting being

which has been adapted through the modification and differential of species to life out of the water... In the case of the vertebrated land animals, the gills of the ancestral fish were first supplemented and then replaced by a baglike growth from the throat, the primitive lung swimming-bladder. . .

But once lungs were launched into the world, every line of descent that had lungs went on improving them.

These little Theriomorphs, these ancestral mammals developed hair. Hairs, like feathers, are long and elaborately specialized scales.

Evolution of Mammals

A fish is a vertebrated animal that breaths by gills and can live only in water. An amphibian may be described as a fish that has added to its gill-breathing the power of breathing air with its swimming-bladder in adult life, and that has also developed limbs with five toes to them in place of the fins of a fish. A tadpole is for a time a fish; it becomes a land creature as it develops. A reptile is a further stage in this detachment from water; it is an amphibian that is no longer amphibious; it passes through its tadpole stage—its fish stage, that is—in an egg. . . Now, a modern mammal is really a sort of reptile that has developed a peculiarly effective protective covering, hair; and that also retains its eggs in the body until they hatch so that it brings forth living young, and even after birth it cares for them and feeds them by its mammae.

Grass and Herbiverous Brutes and the Flesh-Eating Animals

Grass was now spreading over the world, and with this extension arose some huge graminiverous brutes of which no representative survives today. . . And in pursuit of such beasts came great swarms of primitive dogs, some as big as bears, and the first cats, one in particular, a small fierce-

looking creature with big knife-like canines, the first sabre-toothed tiger, which was to develop into greater things.

Man's Ancestor

One group of creatures is of peculiar interest in a history that is mainly to be the story of mankind. . . It was half ape, half monkey; it clambered about the trees and ran, and probably ran well, on its hind legs upon the ground. It was small-brained by our present standards, but it had clever hands with which it handled fruits and beat nuts upon the rocks and perhaps caught up sticks and stones to smite its fellows. It was our ancestor.

The Origion of Man

The origin of man is still very obscure. It is commonly asserted that he is "descended" from some man-like ape such as the chimpanzee, the orang-utang, or the gorilla, but that of course is as reasonable as saying that I am "descended" from some Hottentot or Esquimaux as young or younger than myself. . . It was formerly assumed that the human ancestor was "probably arboreal" ((tree dweller), but the current idea among those who are qualified to form an opinion seems to be that he was a "ground ape," and that the existing apes have developed in the arboreal direction.

The Neanderthal Man's Home Life

Mr. Worthington Smith describes a squatting-place near a stream, because primitive man, having no pots or other vessels, must needs have kept close to a water supply, and with some chalk cliffs adjacent from which flints could be got to work. The air was bleak, and the fire was of great importance, because fires once out were not easily relit in those days. When not required to blaze it was probably banked down with ashes. The most probable way in which fires were started was by hacking a bit of iron pyrite with a flint

amidst dry dead leaves. . . The little group of people would be squatting about amidst a litter of fern, moss, and such like dry material. Some of the women and children would need to be continually gathering fuel to keep up the fires. . .

The Old Man, the father and master of the group, would perhaps be engaged in hammering flints beside the fire. . . The children would imitate him and learn to use the sharpened fragments. . . There would be skins about. It seems probable that at a very early time primitive men took to using skins. Probably they were wrapped about the children, and used to lie upon when the ground was damp and cold. . .

The Old Man is the only fully adult male in the little group. There are women, boys and girls, but so soon as the boys are big enough to rouse the Old Man's jealousy, he will fall foul of them and either drive them off or kill them. Some girls may perhaps go off with these exiles, or two or three of these youths may keep together for a time, wandering until they come upon some other group, from which they may try to steal a mate. Then they would probably fall out among themselves.

Hard Times for the Old Man

Some day, when he is forty years old perhaps or older, and his teeth are worn down and his energy abating, some younger male will stand up to the Old Man and kill him and reign in his stead. There is probably short shrift for the old at the squatting-place. So soon as they grow weak and bad-tempered, trouble and death come upon them.

The Smell of Food

A fact of great importance is this—primeval man would not be particular about having his flesh food over-fresh. He would constantly find it in a dead state, and, if semi-putrid, he would relish it none the less. If driven by hunger and hard pressed, he would perhaps sometimes eat his

weaker companions or unhealthy children who happened to be feeble or unsightly or burthensome. The large animals in a weak and dying condition would no doubt be much sought for; when these were not forthcoming, dead and half-rotten examples would be made to suffice. An unpleasant odour would not be objected to; it is not objected to now in many continental hotels. . .

Man Not Degraded Then

The savages sat huddled close together round their fire, with fruits, bones, and half-putrid flesh. We can ibagine the Old Man and his women twitching the skin of their shoulders, brows, and muzzles as they were annoyed or bitten by fiies or other insects. . .

Man at that time was not a *degraded* animal, for he had never been higher; he was therefore an exalted animal, and, low as we esteem him now, he yet represented the highest stage of development of the animal kingdom of his time.

Enough has been given to show the Wellsian approach to history, and to indicate the style he has adopted. Finally Wells comes to Historical Man under which he considers the origion of languages, war, races, religion, serfs, slaves and prophets. Of course the book will be criticised, but this much may be said for it—it will stimulate thought and reflection as no other modern book will. The book is published by Macmillan, priced $10.50.